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EDUCATIONAL PUBLICATION No. 141

DIVISION OF PUBLICATIONS No. 42

HOW THE SCHOOLS DO IT

NORTH CAROLINA PROGRAM FOR AMERICAN EDUCATION WEEK

NOVEMBER 11-17
1929



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION.

America has created an educational system which provides the opportunity of free schooling to every boy and girl. The highest success of this gift to mankind, the free public school, requires the understanding and coöperation of all. American Education Week offers a splendid opportunity for us to renew our faith in childhood and to rededicate ourselves to its service.

The primary purpose of American Education Week is to acquaint the public with the work of the schools, with their aims, achievements and needs. This is the week when the public comes to school and the school goes to the public. It should make pupil, teacher and parent conscious of his obligation to strengthen the school by making it true to the needs of life around it. The school exists to inform, to lift, to guide, to inspire.

This bulletin is printed with the desire to coöperate with the National Education Association, which has set aside November 11-17 for the ninth annual observance of American Education Week under the joint auspices of the Association and the American Legion. The material is suggestive of a few of the many possibilities for vitalizing the actual work of the school. General suggestions for its use are listed elsewhere in this publication.

The material was collected and arranged by Miss Juanita McDougald and Miss Rebecca F. Cushing of the State Department of Public Instruction. The cover page was designed by Robert Ruffner, an art pupil of the Raleigh High School.

I hope every teacher in the State will find great pleasure in participating in the activities herein suggested.

A. T. Allen

State Superintendent of Public Instruction.

SEPTEMBER 11, 1929.

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GENERAL SUGGESTIONS FOR THE OBSERVANCE OF AMERICAN EDUCATION WEEK

NOVEMBER 11-17, 1929

The topics around which each day's activities are to be centered are those designated by a committee from the National Education Association, the National Congress of Parents and Teachers, and the American Legion. They are an adaptation of the seven cardinal principles now generally accepted as the objectives of all education. It should be borne in mind that it would be impossible to work out a program on one objective alone for they are all mutually inclusive.

This bulletin was prepared with two things in mind. First, it should help school people to see a way for enlisting the enthusiastic, intelligent support of every school patron and community taxpayer through enlightened opinion. Secondly, the most effective and legitimate way to effect this is to "play up" the school child and school life in as revealing and as true light as possible through a presentation of his routine work of study and discussion, school and class exhibits, school and class programs.

If this be true, then, the important concern of the committee preparing the bulletin was making suggestions for vitalizing and popularizing the actual work of the school—hence the inclusion of a long-time plan, sources of materials, and suitable units of work that promote the objectives.

As soon after the opening of school as practicable a teachers' meeting should be held to give special consideration to plans for the observance of American Education Week. Each teacher should familiarize himself or herself with the seven simple slogans and formulate plans for "putting over" the ideas involved. Suggestions contained herein should be studied to determine lines of interest which could be most appropriately and successfully carried out in the various grades and subject matter fields. Consultation with the pupils would be highly desirable.

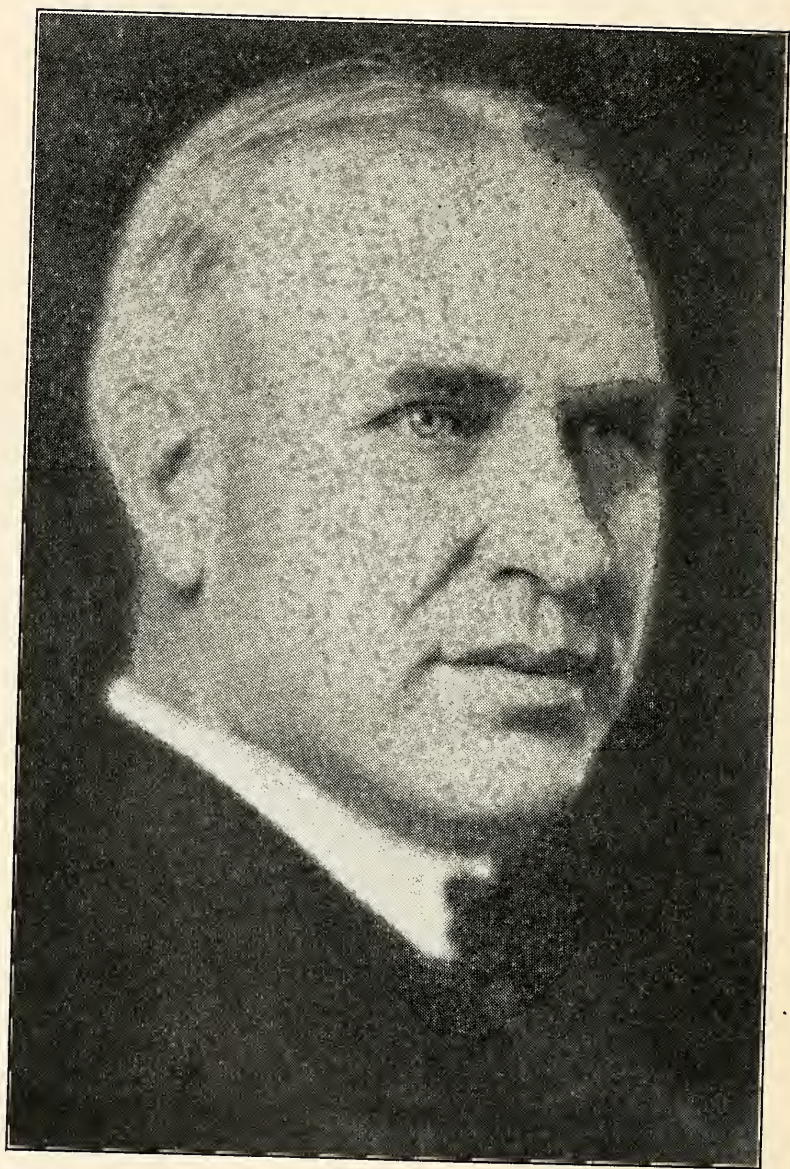
In this connection it should be understood that any plan, whether included in this bulletin or not, which tends to fix in the minds of the people the purposes and values of education, is acceptable. All teachers should look ahead to see definitely that the work of the pupils is of a high order and of a desirable activity.

Because the home and community are important factors in the educational process, much emphasis is placed on plans for bringing these into closer relationship with the school and its purposes. In addition to the effort and planning to be done by the individual teacher there should be general committees on publicity, receptions, public entertainments and demonstrations, exhibits, posters, etc. These should work in harmony with similar committees from all civic organizations. The first duties of

the general committees are to see that these are appointed and arrange to get together on plans.

One general idea that should prove worth while is making the week a visiting week in the school, in the home, church, and community. This would promote a great sharing of ideas and responsibilities.

"When Crew and Captain understand each other to the core,
It takes a gale and more than a gale to put their ship ashore;
For the one will do what the other commands, although they are chilled to the bone,
And both together can live through weather that neither can face alone."—*Kipling*.



GOVERNOR O. MAX GARDNER

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

O. MAX GARDNER
GOVERNOR

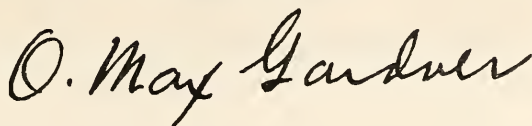
A Message to North Carolina Teachers and School Patrons:

I commend and welcome the observance of American Education Week, November 11-17, as an opportunity for new dedications to the service of North Carolina's youth, this commonwealth's most valuable asset. The vast majority of children get their first and last scholastic training and equipment in the public schools; and, therefore, the constant aim must be—and shall be—to make these schools efficient and sufficient for the childhood of the State. May we continue to look forward with increasing hope to the dream of the immortal Aycock when every person in the confines of this State shall be able to read and write in the Mother tongue!

But I seek more than this. I would have you keep in mind always the harmonious development of the individuals who comprise the citizenship of this State. In this bulletin I note a decided attempt to promote and disseminate information about our State. This appears to me to be especially worth while because I believe in North Carolina. I am proud of her past. I glory in her history and cherish her fine traditions. I am confident of the greatness of her present and optimistic for her future. I would cling to her ideals. I would preserve her from the fratricidal strife of classes and see her happily welded into a great and growing civilization—welcoming the dawning of a greater day and the building of a finer State. I look forward to the splendid development of her manhood—to the crowning day of her childhood.

I, therefore, urge the preservation of the North Carolina spirit—the comradeship and fellowship of all the men, women and children of this great family we are pleased to call North Carolina.

Faithfully yours,

A handwritten signature in dark ink, reading "O. Max Gardner". The script is cursive and fluid, with the first letters of the first and last names being capitalized and prominent.

SEPTEMBER 10, 1929.

MONDAY—NOVEMBER 11

ARMISTICE DAY

EDUCATION FOR CITIZENSHIP

SLOGAN: Who's Who and What's What in North Carolina.

PURPOSE: To show that the existence of a democratic state depends upon faithfulness in citizenship.

"If we would cultivate a spirit of patriotism and loyalty to our institutions we must see that the law is made and administered in justice to all men alike, that this republic is worthy of the highest devotion and feeling."—*Locke Craig*.

"Extravagance is like a contagious disease—it spreads outward from the source of infection."—*Charles B. Aycock*.

"In a republic the first duty of a citizen is obedience to law."—*Archibald D. Murphey*.

"The savage alone is exempt from taxation."—*Charles D. McIver*.

"The student is thrice blessed who has the type of teacher who leads him to appreciate his immediate environment."—*E. Ruth Pyrtle, President of the N. E. A.*

"The miracle, of the power that elevates the few, is to be found in their industry, application, and perseverance under the promptings of a brave, determined spirit."—*Mark Twain*.

"The best moral code is a two-legged moral code."—*Collier's Weekly*.

"We should ever be mindful that eternal vigilance is the price we have to pay for safety."—*E. C. Brooks, President North Carolina State College*.

"This is the law of the jungle,
As old and true as the sky,
And the wolf that shall keep it shall prosper,
But the wolf that shall break it must die.

"As the ivy that girdles the tree trunk,
The law runneth forward and back,
For the strength of the pack is the wolf,
And the strength of the wolf is the pack."

SUGGESTED RELATED ACTIVITIES

I. Organize early in the year some form of citizenship club which involves the home-room groups and the school as a whole. By the time of American Education Week a demonstration or test meeting should reveal how this plan has promoted (1) preparation for living in a demo-

cratic community, (2) student self-direction, (3) coöperation of students with students and students with teachers, (4) an intelligent interest and pride in school plant, program and personnel, (5) a sentiment for law and order. This can be done through such procedures as: (a) Are connected with the internal organization of the club, conduct of meetings, etc.; (b) Self-rating citizenship schemes; (c) Campaigns and contests for cleaner, more beautiful grounds and buildings; (d) Dramatizing, discussing, or illustrating, the elements of good citizenship; (e) Contests based upon points awarded for scholarship, punctuality, service, general behavior, extra-curricular participation, and self-chosen class citizenship projects such as hall supervision, pageants, school housekeeping, etc.; (f) Posters, tag days, newspaper publicity, etc.; (g) Organized courses in citizenship; (h) Debating, writing, etc.

II. Make a study of the work and personnel of North Carolina State, county, and local government.

III. Prepare "The Story of Our Capital City" so as to show definite knowledge of the geography, important buildings, and outstanding points of interest.

IV. Make a study of North Carolina's best all-round citizenship and present through this means a cross section of our history.

V. Emphasize appreciation and conservation of natural beauty and resources by unit studies centering about trees, wild flowers, fish, animal life, water power, occupations, industries, agricultural products with a consideration of the local, state, national and international relationships according to the child's level of understanding.

VI. Work out an international project showing progress made toward securing amicable relations among the nations of the world.

VII. Make a study of war literature and present a symposium that centers about such themes as (1) causes of struggle, (2) ideals, (3) traits of character, (4) moods, (5) personalities, etc.

VIII. Present vocational projects such as have matured under direction of the agricultural and home economics departments.

IX. Prepare an honor roll for your community which carries the names of citizens now living who have contributed to the welfare of your community.

X. Prepare a limited honor roll for your school based on citizenship qualifications.

XI. Make a study of "North Carolina's Main Streets" (highways).

XII. Study meaning of forests to United States and Europe, the necessity for forest and stream protection, erosion, etc.

XIII. Estimate and illustrate North Carolina's contribution to poetry, song, music, drama, industry, etc.

MATERIALS

I. Helpful Stories, Books of Information, Verse, etc., Reading, Geography and History Texts: *Lisbeth Long-frock* (Norwegian farm life)—Ginn; *Folk Plays of North Carolina*—Paul Green; *O. Heart San* (Japanese life), Haskell-Page; *The Carolinian*—Sabatini; *Drums*—Boyd; *Marching On*—Boyd; *Dorothy Paine Madison*—Barnard; *Boy With U. S. Officials Series*, Holt—Wheeler-Lathrop (adventure stories containing true information about all branches of government service); *Book of Famous Verse* (historic poems), Repplier—Houghton; *County Histories*—Fred A. Olds; *Story of Our Navy*—Abbot; *Story of Our Constitution*—Tapper; *Americanization of Edward Bok*, Bok—Scribner's; *The Red Flower* (poems written in war time), Van Dyke—Scribner's; *American Junior Red Cross News* (magazine), price 50¢, Washington, D. C.; *North Carolina Poetry*, Brooks—N. C. Library Commission; *Outline and Work Book for N. C. Geography*, Meta Liles, Carthage, N. C.; *Women in American History*, Humphrey—Bobbs; *Boy Scout's Life of Lincoln*, Tarbell; *Let's Act*, Still and Goldberg—Silver-Burdett; *Armistice Day*, Sanford and Schaufler—Dodd, Mead Co. (anthology of best prose and poetry on patriotism, the Great War, Armistice programs, pageantry, etc.); *Europe*, Clark—Silver-Burdett; *We and the World*, Redfield—Silver-Burdett; *Around the World Series*, Carroll—Silver-Burdett; *Indian Stories*, Newell—Silver-Burdett; *Tales of Borinquen*, Van Deusen—Silver-Burdett; *Hutchins' Code* and *Two Morality Codes* by Brevard and Squires—National Capital Press, 1210 D. Street, N.W., Washington, D. C. (copies for framing *Collier's Weekly*, July 18, 1925); *References on Education for Citizenship*, U. S. Bureau of Education; *Training in Courtesy*, McNaught, Department of Interior, Bureau of Education, Bulletin No. 54; *Everyday Manners*, South Philadelphia High School for Girls—Macmillan Co.; *Manners and Conduct*, Chicago High School Dean of Girls—Allyn and Bacon; *Contribution of Home Economics to Citizenship Training*, Bulletin No. 3, 1925, U. S. Bureau of Education; *The Drama of American Independence*, 54¢, N. E. Association, 1201 Sixteenth Street, N.W., Washington, D. C.

II. Films: *Hats Off*, 78C; *Hamlet Peach Show*, 91C; *Democracy in Education*, 78C; *The Littlest Scout*, 84C; *Landmark of American Revolution*, 91C; *The Virginian*, 202C; *North Carolina Pictorial*, 97C; *Alexander Hamilton*, 197C; *Marcus of the Alamo*, 50C; *Thomas Jefferson*, 205C; *The Heart of a Hero*, 193C; *America's Answer*, 15; *An Amer-*

ican in the Making, 155C; Midnight Ride of Paul Revere, 135C; Story of the Star-Spangled Banner, 133C; The Citizen and His Government, 132C; Young America, 123C; Presidents of the U. S. A., 96C; The Man Without a Country, 44C; Betsy Ross Making the Flag, 41C; Inauguration of Governor Morrison, 4C; N. C. Pictorial—Fort Bragg, 32B; Domestic Animals of the U. S., 30; Gas and Fire, 20.

III. Pictures: *Indian:* Indian Harvest, Cause; The Primitive Sculptor, Cause; The Solemn Pledge, Walter Ufer; Appeal to the Great Spirit, Dallin; The Bird Woman, Crunelle; Black Hawk, Taft; End of the Trail, Fraser; The Protest, Dallin; The Immortal Indian, Mestrovic. *Other Nationalities:* See those for Community Day. *Patriotic:* Signing the Declaration of Independence, Trumbell; Alexander Hamilton, Fraser; Roosevelt, Fraser; Arlington Amphitheater; The Capitol; The Minute Man; Lincoln, St. Gaudens; George Washington, Stuart; The Santa Fe Trail, Young-Hunter; Portrait of Lincoln, Volk.

IV. Music: *Irish:* When Irish Eyes Are Smiling, Mother Machree, Wearing o' the Green, Come Back to Erin. *Scotch:* Annie Laurie, Auld Lang Syne, Blue Bells of Scotland, etc. *Spanish:* In Old Madrid, Spanish Serenade (Herbert), La Paloma, La Perla, O Sole Mio, Flores a Maria, Spanish Dance (Moskowski). *Indian:* From an Indian Lodge (MacDowell), The Sacrifice (Indian mourning song), Indian Lament (Dvorak), Far Off I Hear a Lover's Lute, Navajo Indian Song, By the Waters of Minnetonka, The Moon Drops Low, The White Dawn is Stealing.

V. Free Illustrative Materials Useful for Teaching Units: Teaching the Constitution of the United States to the Sixth Grade—Bulletin No. 9, May, 1923—Idaho State Board of Education (also from Massachusetts State Department of Education—Bulletin No. 4, 1924); The Atlas Portland Cement Co., 134 S. La Salle St., Chicago, Ill. Exhibit of the several stages of manufacture of cement (free); Department of Immigration and Colonization, Ottawa, Canada—Free samples of grain and grasses; U. S. National Museum, Washington, D. C.—Free exhibit showing rock weathering and soil formation (write your senator or representative); National Vulcanized Fiber Co., Wilmington, Del.—Free samples vulcanized fiber; Secretaries City Chambers of Commerce; The Barber Asphalt Paving Co., Healey Bldg., Atlanta, Ga.—“The Asphalt Primer”; John Morton, U. S. Rubber Co., N. Y. C.—Two bulletins on “Romance of Rubber” and “Wonder Story of Rubber”; Firestone Rubber Co., Akron, Ohio; National Geographic Society, Washington, D. C.; Power and the New South and Historic Mecklenburg by Alexander Graham, Chamber of Commerce, Charlotte. Stories of North Carolina Counties by Colonel Olds, Raleigh, N. C.

SUGGESTIONS FOR ASSEMBLY AND HOME-ROOM PROGRAMS ON ARMISTICE DAY

1. Club meetings, Raleigh radio programs, featuring Governor Gardner's speech, presentation of any school work through plays, pageants, tableaux, songs, narratives, etc.

2. Collaborate with the American Legion and have its organization to present its history, program of work, etc.

3. Plan a program on "The Policeman Your Best Friend" and have the chief of police explain police methods, demonstrate or exhibit equipment, etc.

4. Hold a mock-political mass meeting with the usual campaign speeches for election to various school offices.

TUESDAY—NOVEMBER 12

HOME AND SCHOOL DAY

EDUCATION FOR WORTHY HOME MEMBERSHIP

SLOGAN: Every Teacher in North Carolina in a Pupil's Home for the Evening Meal.

PURPOSE: To bring school and home together by giving a mutual understanding and appreciation of one another to fathers and mothers and teachers and pupils.

"The chief factors of any civilization are its homes and its primary schools."—*Charles D. McIver.*

"When a man is educated it is simply one more taken from the list of ignorance, but in the education of a woman the whole family is taught, for she will pass on what she has learned to her children. The education of one woman is far more important for the world's advancement than that of one man."—*Charles D. McIver.*

SUGGESTED RELATED ACTIVITIES

I. Pupil plan home party for individual or group, meal, musical, games, etc.

II. Grade entertain for grade mother.

III. Grade mother have home party for her grade.

IV. Make a study of what the home can do for the improvement of the school.

1. Provide place and time for study at home.
2. Provide adequate breakfast, served on time to avoid unnecessary hurry.
3. Maintain regular retiring hour on week days.
4. Encourage child to follow school regulations.

V. Make a study of the factors which contribute to making an efficient happy home.

1. Division of home tasks.
2. Consideration of rights of others stressing democracy in the home.
3. Division of family income.
4. Recreation in the home, planning types of entertainment in which every member of family group will participate.

VI. Make gifts for the home in class, industrial arts, home economics, agriculture and commercial departments contributing.

VII. Collection of mother, father, and home literature: poems, essays, books, articles.

VIII. Collection of mother, father and home music: songs, records.

IX. Write original poems or articles on this subject.

X. Write make-believe conversation between several children or children and adult guests at a party.

XI. Foster a parental study group through the P. T. A., Woman's Club, or any other organized group.

XII. Establish a reference shelf of parental education books which will circulate through the community.

XIII. Make a study of the history of the family including the evolution of the present status of mother, father, and children.

XIV. Make a booklet about women whose home-making ability has given a well known reputation. The following are suggested as a beginning: Mrs. Martha Washington, Mrs. Dolly Madison, Mrs. Grover Cleveland, Mrs. Theodore Roosevelt, Mrs. Ellen H. Richards.

XV. Make a study of famous homes in North Carolina, putting the emphasis upon the one in your section. The following are suggested as possibilities: "Hayes"—Gov. Samuel Johnston, Edenton; "The Groves"—Willie Jones, Halifax; "Wakefield"—Joel Lane, Raleigh; "Orton"—James Sprunt, Wilmington; "Fort Defiance"—Gen. William Lenoir, Happy Valley; "Palmyra"—Edward Jones then Gen. Patterson, Happy Valley; "Pleasant Gardens" and "Quaker Meadows"—McDowells, Burke County.

XVI. Beautify homes of community by planting trees and shrubs.

XVII. Set up a bird refuge near the home—build aesthetic as well as economic appreciations.

MATERIALS

I. Books: Justin and Rust—*Problems in Home Living*, Lippincott; Hunt—*Life of Ellen H. Richards*, Barrows; Spencer—*The Family and Its Members*, Macmillan; Matthews—*The House and Its Care*, Little-Brown; Barrie—*Margaret Oglesby*; Lee, Jeanette—*The Chinese Coat*; Guest, Edgar—*Just Folks and Heap O'Livin'*; Graves, Ernest R.—*Social Problems of the Family*, Lippincott.

II. Bulletins: List of books sent by Child Study Association, 370 Seventh Ave., N. Y. City; The Parents' Problems—list of books sent by Wisconsin Free Library Commission, Madison, Wis.; Fifteen Lessons in Thrift and Outline suggested for teaching Thrift in Elementary Schools published by Savings Division of U. S. Treasury Department, Washington, D. C.; Planning Your Family Expenditures, by Chase Going Woodhouse, Mis. C. No. 68, N. S. Dept. of Agriculture, Washington, D. C.; The Wanamaker Home Budget Service—published by John Wanamaker, New York City; List of Good Housekeeping's Service Publications, Good Housekeeping, 57th Street and Eighth Ave., New York City.

III. Films: Somebody's Mother, 213C; Scenes in Edenton, State Capitol Grounds, 57C; Little Orphan Annie, 59C; My Old Kentucky Home, 209C;

The Thaos Indians at Home, 4; A Bit of Heaven, 154C; The House of a Thousand Candles, 121C; *Domby and Son* by Dickens, 13C; Why Eat Cottage Cheese, 38; A Modern Stock Farm, 23.

IV. Pictures: Saying Grace, Chardin; With Grandmother, MacEwen; Homework, Carriere; The Breakfast, Edward Maret; Belgian Farm, Eugene Kampf; Baby Stuart, Van Dyck; Children of the Shell, Murillo; Feeding Her Birds, Millet; Children of Charles First, after Van Dyck; The Artist's Daughter, Kaulbach; The Two Sisters, Sorolla; Artist and Daughter, Vigee-Lebrun; In the Country, Bloomers; The Age of Innocence, Reynolds; The Storage Room, Peter De Hooch; Nurse and Child, Frans Hals; Hagan and Ishmael, Cazin; Kitchen Maid, Chardin; Repose During the Flight, Murillo; Madonna Adoring the Child, Correggio; Madonna of the Chair, Raphael; Madonna of the Veil, Carlo Dolci; The Artist's Mother, Whistler; Orphanage at Katwyk, Constant Artz; The Holy Night, Correggio.

ROOFS

The road is wide and the stars are out and the breath of the night is sweet,
And this is the time when wanderlust should seize upon my feet.
But I'm glad to turn from the open road and the starlight on my face,
And to leave the splendor of out-of-doors for a human dwelling-place.

I never have seen a vagabond who really liked to roam
All up and down the streets of the world and not to have a home:
The tramp who slept in your barn last night and left at the break of day
Will wander only until he finds another place to stay.

If you call a gypsy a vagabond, I think you do him wrong,
For he never goes a-traveling but he takes his home along.
And the only reason a road is good, as every wanderer knows,
Is just because of the homes, the homes, the homes to which it goes.

They say that life is a highway, and its mile-stones are the years,
And now and then there's a toll-gate where you buy your way with tears.
It's a rough road and a steep road, and it stretches broad and far,
But at last it leads to a golden Town where golden Houses are.

—Joyce Kilmer.

SUGGESTED PROGRAMS

I. Grade Mother "At Home" to her grade.

II. Assembly program based on the home and given in honor of mothers and fathers.

III. Original pageant on the evolution of woman's place in the home or like subject.

IV. Give home economics department charge of program.

WEDNESDAY—NOVEMBER 13

KNOW YOUR SCHOOL DAY

EDUCATION FOR MASTERY OF TOOLS, TECHNICS,
AND SPIRIT OF LEARNING

SLOGAN: Every Mother and Father in the School District a School Visitor Today!

PURPOSE: To show in as vivid manner as possible (1) how schools of today tend to be better than those of the past in methods and materials provided for promoting mastery of the tools, technics, and spirit of learning, and (2) that this tendency is desirable and worth while.

"It is plain, therefore, that the state and society for the sake of their future educational interest, ought to decree for every dollar spent by the government, state or federal, and by philanthropists in the training of men, at least another dollar shall be invested in the work of educating womankind."—*Charles Duncan Melver*.

"The great object of education is intellectual and moral improvement; and that mode of instruction is to be preferred which best serves to effect this object."—*Archibald D. Murphey*.

"A competent teacher in every classroom would in one generation revolutionize the intellectual life of the State."—*A. T. Allen*.

"For the past three decades North Carolina has based its educational advance upon the provision of physical equipment in the form of adequate school houses, upon the training of professionally equipped teachers, and to the lengthening of the school term. I make bold to predict that, in the next ten years, the foundation for advance in North Carolina education will be based upon the rapid and extensive purchase of school, college, and public library facilities."—*Louis R. Wilson, Librarian, University of North Carolina*.

"With the definite recognition of the eight months school term through a substantial appropriation by the General Assembly, the prospects of an eight months school term are far brighter than at any time in the past."—*A. T. Allen*.

SUGGESTED RELATED ACTIVITIES

I. Have pupils write letters of invitation to parents and other interested citizens asking them to take part in a regular school day.

II. Where practicable and helpful have floor plans of grounds and buildings drawn.

III. Prepare posters and banners carrying slogans and pertinent school facts and needs.

IV. Illustrate on sand-table or chart how the school buildings of the community have improved.

V. Draw a map showing plans for and progress made in consolidation.

VI. Exhibit collections of textbooks used by four or more successive generations in the community.

VII. Present teaching and learning units so as to reveal to the visitors (1) how the project or study arose, (2) how it grew, and (3) what next steps will be taken. Either by a short oral explanation or through mimeographed or hektographed copies the teacher should definitely point out the outcomes.

VIII. Show by graphs and charts the following facts affecting school life in the local community:

1. Total cost of education to district, county, state, and United States.
2. Per capita cost of education in the district, county, state, and United States.
3. Per cent school enrollment in average daily attendance for district, county, state, and United States.
4. Financial loss due to poor attendance.
5. Annual cost of repeaters in local school and growth in this respect.
6. Assessed value of property and tax rate for community and other sections of state.
7. Growth in per cent and number completing high school course.
8. Cost of transportation over a period of years (estimate cost to individual family in time and effort in addition to financial).
9. Building development over a period of years.
10. Improvement in teacher training over a limited period.
11. Development of the plan of equalizing the cost of education and resulting progress in counties given aid.

IX. Study development of educational leadership of state—Murphey, Wiley, McIver, Aycock, Brooks, Joyner, etc., and build whole into a play or pageant.

X. Make a poster which shows what the school tax does for the local community in providing (1) number of teachers for given enrollment, (2) certain minimum of training for teachers, (3) certain types of principals and supervisors, (4) certain length of school term.

XI. Present in graphic form increased richness of curricular activities: agriculture, home economics, commercial courses, and teacher training.

XII. Plan assembly programs consisting of oral reports on school topics with illustrative charts and posters, moving pictures, presentation of major school social interests such as cooking, sewing, debating, creative writing, sports, health programs, recreational reading, use of library, and dramatizations contrasting old and new in school life emphasizing new standards and attainments of the elementary school.

XIII. Find names of illiterates of community and teach them to read and write as a social service to community.

XIV. Find out the tax yielded by forest lands, any other sources of revenue connected with land. In graphic form present forest contribution to school life in building, furniture, paper, etc.

MATERIALS

I. Suggested Type of Letter for Invitation:

HORACE MANN SCHOOL

Teachers' College

NEW YORK

February 4, 1929.

Dear Dad:

We're up here at Horace Mann and it is a very interesting place to us. We spend a lot of time here and it fills up a big part of our lives. Mother sees quite a bit of it and knows a lot about it, so she understands what we are talking of at the dinner table. Of course, she is able to get up to see us often; but as for you, Dad, the old office beckons you every morning.

Lincoln's birthday on February 12, though, will be your day off. You can't play golf; it's too cold and the course is too rough. It's not much fun to motor, and as for the baseball games—not yet! So we've been thinking that you MIGHT like to come up and spend the day with us at Horace Mann; see what we're doing, what we're learning, and how we're living.

We won't put on any "show" for you. We will just have a regular Horace Mann day. February 12 happens to come on Tuesday and that is our Assembly day. You might like that. We would like to have you come when we do in the morning and stay till after lunch. The lunch-room will see that there is enough for you of the same kind of good things that we have to eat, and they won't charge you any more than we have to pay.

If you visit our classes in the morning, you will have a lot of questions to ask after lunch. Dr. Reynolds guarantees a nice, comfortable lounge.

We all want very much to have a "Dad's Day," but of course we can't have it without our Dads! Just say on the post card that you will come. We know that Horace Mann will mean a lot more to us if you share it with us for one day.

With love,

"You know who."

II. What the Common Schools Have Helped America to Achieve:

1. Rapid rise to national greatness.
2. Realization of democratic ideals.
3. Quick conquest of a vast frontier.
4. Widened opportunity for new citizens from overseas.

5. The highest place ever accorded women.
6. The ability to create, manage, and staff efficiently, large scale production.
7. The noblest standard of living ever realized over a large area.
8. The highest level of intellectual life ever attained by the common people.
9. Steady improvement in the art of self-government.
10. Appreciation of the significance of childhood and the home life.

—*Journal of N. E. A.*, October, 1929.

III. General Educational Progress:

THEN (1899-1900)	NOW (1927-1928)
TEACHERS	
The total number of teachers was8,320	There are 23,932 public school teachers in North Carolina.
Of this number, white teachers numbered5,753	White teachers have increased to 17,973,
And colored teachers numbered2,567	And colored teachers to 5,959.

SALARIES	
The average monthly salary paid teachers was\$23.46	The average monthly salary of teachers is \$105.80.
White teachers received an average monthly salary of \$24.79	White teachers are paid an average of \$116.40 a month,
Colored teachers were paid an average monthly salary of\$20.48	And colored teachers receive an average of \$70.60 a month.

SCHOOL POPULATION, ENROLLMENT AND ATTENDANCE

The total school population (6-21 years old) was.....657,949	Total school population is 995,122.
Number of white children 6 to 21 years old was.....439,431	The number of white children eligible to attend public school is 682,710.
And number colored children of these ages was.....218,518	The number of colored children of school age is 312,412.
The total number of pupils enrolled was400,452	The total school enrollment is 848,778.
Total average daily attendance was206,918	The average daily attendance for the year is 640,651.
The percentage of the total school population enrolled was 60.9%	The percentage of population enrolled has increased to 85.3%.
The percentage of total enrollment in average daily attendance was 51.7%	Likewise, the percentage of enrollment in attendance has increased to 75.5%

LENGTH OF SCHOOL TERM

The average number of days
the schools were in session
was70.8
In white schools the average
term was73.3 days
And in colored schools the
average term was.....65.3 days

The average length of school term
for the State is 148.9 days.
The white schools operated on an
average of 152.7 days.
And the colored schools were in
session an average of 137.4 days.

SCHOOLS AND SCHOOLHOUSES

There were 6,918 schoolhouses at
the end of this year.
The number of log schoolhouses
during this year was.....1,190
There were 7,391 schools.
Evidently, some schools were
taught in churches and private
dwellings, as the number of
schools exceeds the number of
schoolhouses. The majority of
these were taught by one teacher.
The value of all public school prop-
erty was slightly more than one
million dollars\$1,097,564.00
The average value of a schoolhouse
was\$158.65

The number of schoolhouses has
decreased to 6,679, but there was
an increase in number of school-
houses to 1918-1919 when the
peak was reached at a total of
8,239 schoolhouses in use.
The number of log schoolhouses
has decreased to only 28.
There were only 2,200 schools
taught by one teacher, 1,075 for
the white race.
At the end of this school year pub-
lic school property for elemen-
tary and secondary pupils has
an appraised value of \$100,-
929,365.00.
The average schoolhouse is now
valued at \$16,074.00.

HIGH SCHOOLS

There were approximately 30 high
schools, all of which were in the
larger cities.
The number of pupils enrolled in
these high schools was approxi-
mately 2,000.
There is no information available
as to the number of high school
graduates, but based on present-
day figures there were possibly
200.

There are now 856 public high
schools.
A total of 100,691 boys and girls
were enrolled in public high
schools.
This year 12,512 boys and girls
graduated from the public high
schools of the State.

EXPENDITURES

In this first year of the century
\$1,062,303.71 was spent on pub-
lic elementary and secondary
education.
Of this amount \$1,004,903.09 was

In 27 years the annual amount
spent for public school education
below college grade has in-
creased to \$35,655,440.70.
For all current operating items

for the current operation and maintenance of the schools.

And only \$57,400.62 was expended for capital outlay purposes—new buildings and equipment.

The State put into the current operating cost of the schools the sum of \$100,000.00.

for the entire school year, it took \$26,580,686.40.

For the purpose of erecting and equipping new buildings and for buying trucks and other equipment, there was spent in the entire State a total of \$9,074,-754.30.

This year \$3,209,290.59 was distributed among the various counties of the State as an aid in the cost of public education.

CONSOLIDATION AND TRANSPORTATION

(1919-1920)

In 1919-20 there were 150 vehicles, mostly trucks, used for the public transportation of school children.

7,936 children were transported at public expense to and from school.

In this year there were:

4,174 one-teacher rural schools,
3,242 two-teacher rural schools,
597 three-teacher rural schools,
566 rural schools having more than three teachers.

(1921-1922)

During this year there were:

355 consolidated schools—
127 having four teachers,
78 having five and six teachers,
150 having more than six teachers.

There was spent for the operation and maintenance of transportation vehicles the sum of \$284,-884.45.

(1927-1928)

In 1927-28 a total of 3,258 vehicles were used for this purpose.

136,980 school children were transported this school year.

Whereas, in 1927-28 there were:

2,200 rural one-teacher schools,
1,620 rural two-teacher schools,
642 rural three-teacher schools,
1,099 rural schools having more than three teachers.

(1927-1928)

Now, there are:

951 consolidated schools—
179 having four teachers,
179 having five and six teachers,
593 having more than six teachers.

A total of \$1,676,441.68 was spent in the State for the operation and maintenance of school trucks.

VOCATIONAL EDUCATION

There were 21 schools providing instruction in vocational agriculture to 323 boys.

Home economics started in 1918-19 as a part of the high school course in three schools with 100 girls enrolled.

This work has grown until now there are 135 schools with an enrollment of 9,279 boys.

This work has been extended to 227 schools giving instruction to 9,720 girls.

The program in trade and industrial education started this same year with five classes having an enrollment of 128 students.

Now there are classes offering courses in 340 classes to 5,455 persons.

TRAINING OF TEACHERS

(1922-1923)

In 1922-23, there were 2,645 white teachers who held certificates based on training less than graduation from a standard high school. This number represented 16.72 per cent of the total white teachers.

There were 2,327 colored teachers who did not have training equivalent to high school graduation this year, 49.18 per cent of the total number employed.

(1927-1928)

Now, only 285 or 1.59 per cent of the total white teachers employed are in this group.

The number of colored teachers of this class has decreased to 1,648, or 27.66 per cent of the total number of colored teachers.

VISUAL EDUCATION

Free film service was given in 29 schools to a total attendance of 79,772 persons.

This year 114 schools used the educational film service, and a total of 304,143 persons took advantage of the instruction offered.

State School Facts—November 1, 1928, with data revised to 1927-1928.

IV. Progress in Standardization of Elementary Schools: Approximately 160,000 children were enrolled in the standard elementary schools of the State in 1928-1929, or about one-third of the total elementary school enrollment. A school is standardized on the basis of an eight months' term with at least a teacher to a grade, and with certain other requirements as to organization and equipment.

Five years ago there were 270 rural schools which met the conditions as to term and teachers, but only 26 met the other requirements. Now 326 schools, of which 118 are located in cities, have met all requirements and are classified as standard schools. A total of 445 rural schools met the requirements as to teachers and term, and of this number 208 met all the conditions.

V. School Buildings: The records for 1927-1928 show that there were in use throughout the State during 1927-1928, 896 rural schoolhouses with brick construction, 4,856 with frame construction, and 28 log houses, making a grand total of 5,780 rural schoolhouses in use during the year.

Five years ago there were 7,130 schoolhouses used by rural children, 424 brick, 6,642 frame and 64 log. Thus, within five years there has been erected 472 new brick buildings for the rural boys and girls, whereas there has been a net decrease of 1,786 frame houses.

There is a tendency, as seen from these figures, therefore, for log and frame constructed buildings to disappear, and for better and larger houses constructed of brick to be erected in their stead.

VI. School Libraries: More than 1,200,000 library books were read by the children in the standard elementary schools of the State during 1928-1929. In the standard elementary schools of the State alone, there are now more than 279,000 volumes with more than 113,000 of these in the rural schools. And these carefully selected, interesting books have been widely read, for the records from the schools show more than 70,000 rural children reading library books and 600,000 volumes loaned during the year.

Five years ago, except in some of the cities, very few elementary schools had even small libraries, and only here and there in the rural schools were books found suitable for the children below the high school. At that time, in the larger rural schools, there was a total of less than 8,000 books for the more than 100,000 children enrolled.

VII. Elementary School Libraries in Schools Given State Library Aid: For a number of years, the State has had a fund for giving aid toward building up rural school libraries. This fund was at first \$2,500.00 annually, but two years ago it was increased to \$10,000.00. When a local union school raises fifty dollars, the county appropriates fifty and the State contributes the same amount. At least one-half of this \$150.00 is spent for elementary books. In 1928-1929, 215 rural schools were given State library aid. With this aid, the schools had \$16,125.00 for elementary libraries, but instead of raising just the amount needed to secure the State appropriation, these schools spent a total of \$31,607.32 for elementary books.

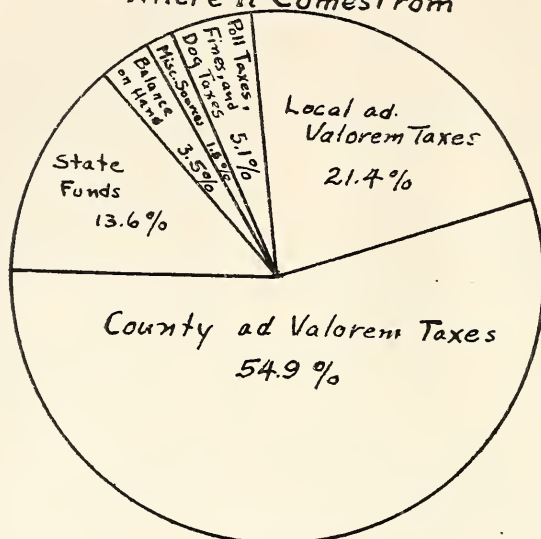
In the past six years the State has given aid to 512 rural schools, some schools having received aid two and three times. Today in these schools there are more than 218,000 books for the elementary grades, and so great has been the interest in the libraries that these schools have spent in the past six years more than \$145,000.00 for elementary school library books. The people throughout the State have worked untiringly, especially the members of the Parent-Teacher Associations, in their efforts to provide companionship with good books for the children in the elementary schools.

VIII. The Current Expense School Dollar: Out of every dollar received for the current operation of the schools, 54.9 cents comes from county-wide ad valorem taxes, 21.4 cents from local district ad valorem taxes, 13.6 cents from State funds, 5.1 cents from poll taxes, fines and forfeitures in the county, 3.5 cents from the preceding year's balance, and 1.5 cents from miscellaneous sources.

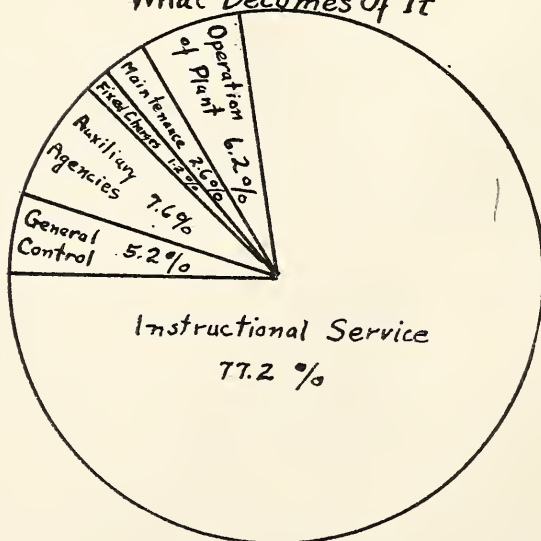
On the other hand, for every dollar spent, 77.2 cents is for instructional service, that is the salaries of teachers, principals and supervisors and instructional supplies; 7.6 cents for auxiliary agencies, that is transportation of pupils, cafeterias and book stores; 6.2 cents for the operation of the plant, or such items as wages of janitors and other employees, fuel, water, light, power and janitors' supplies; 5.2 cents for

The School Dollar for Current Expense 1927-1928

Where It Comes From



What Becomes Of It



general control, or the expenses of the board of education, the salaries and expenses of superintendent, attendance officer, and clerical and office expense of the administrative officer; 2.6 cents for maintenance of the school plant or such expense as repairs, replacement and upkeep, and 1.2 cents for fixed charges—rents and insurance.

IX. **Appropriate Pictures for Related Study:** Home Work, Carriere; A School in Brittany, Geoffrey; The Sewing School, Artz.

X. **Music:** Chant D'Automne, Tschaikowsky; See other references.

XI. **Films:** Hamlet, 26BX; The Raven, 194C; Kipling's Mandalay, 192C; Heidi of the Alps, 52CX; Rip Van Winkle, 22; Hoosier Schoolmaster, 158C; Macbeth, 109C; Black Beauty, 211C; Telltale Heart (Poe), 42C; Robinson Crusoe, 27B; The Lost Colony, 10C; Courtship of Miles Standish, 38C; Judgment, 225C; English History—Time of Mary Tudor.

XII. **Other Sources of Material (See general list):** North Carolina Booklet—Vols. VIII, XI; North Carolina Day Programs—1908, 1907, 1904, 1905, 1909—Miss Annie Petty, North Carolina Library Commission. The Quest of Youth—Historical Pageant, 10¢—Supt. of Documents, Government Printing Office, Washington, D. C.

THURSDAY—NOVEMBER 14

SCHOOL OPPORTUNITY DAY

EDUCATION FOR VOCATIONAL AND ECONOMIC EFFECTIVENESS

SLOGAN: Every Child Consciously Desiring Economic Independence.

PURPOSE: To acquaint every child with opportunities afforded by the various phases of the work of the world in order to convince him that independent citizenship involves earning his own living.

"Ideas are worth more than acres and the possessor of ideas will always hold in financial bondage those whose chief possession is acres of land."—*Charles D. McIver.*

"*Equal* that is the word! On that word I plant myself and my party—the equal right of every child born on earth to have the opportunity 'to burgeon out all that is within him'."—*Charles B. Aycock.*

"The obligation of the State for the education of the child is the same whether the child is wrapped in a white skin or a black one."—*J. Y. Joyner.*

"The choosing of one's life work intelligently and preparing to do that work with the greatest efficiency are major problems in the life of every individual, and no public education program is complete that does not attempt to aid in the solution of these problems."—*T. E. Browne, Director Vocational Education.*

"North Carolina's efforts to provide an equal opportunity for education for all its people, black as well as white, have unquestionably contributed to a remarkable decrease in crime among negroes."—*N. C. Newbold, Director of Negro Education.*

"Admitting all the glaring faults of democracy, that ideal embraces a concept of the highest dignity and worth: The right of every man, however poor or humble, to a life as full and free as possible."—*Nell Battle Lewis.*

"Always you have been told that work is a curse and labour a misfortune. But I say to you fulfill a part of earth's furthest dream, assigned to you when that dream was born, and in keeping yourself with labour you are in truth loving life, and to love life through labour is to be intimate with life's inmost secret . . . work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

"For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger."—*The Prophet by Kahlil Gibran.*

MY WORK

"Let me but do my work from day to day
 In field or forest, desk or loom,
 In roaring market place, or tranquil room.
 Let me but find it in my heart to say,
 When vagrant wishes beckon me astray,
 This is my work, my blessing, not my doom;
 Of all who live, I am the one by whom
 This work can best be done in my own way,
 To suit my spirit and to prove my powers;
 Then shall I cheerfully greet the laboring hours
 And cheerful turn when the long shadows fall
 At eventide to play, and love and rest,
 Because I know for me my work is best."

—Henry Van Dyke.

SUGGESTED RELATED ACTIVITIES

I. Comparison of advantages of different occupations through posters made after local representatives have talked to the children on the possibilities of their work in the community.

II. Evolution of occupational opportunity for boys and girls (Give pageant at end).

III. Subjects for Oral Talks: What I plan to do with my life; Evaluating oneself; What I am best suited for by nature; Why I decided to be a _____

IV. Present through appropriate exhibits results of various summer projects of agriculture, home economics, health, nutrition, etc.

V. Make literary collections expressing appreciation of various fields of work: Farming, Preaching, Aviation, Surveying, Dairying, Teaching, Science, Music, Manufacturing, Parenthood, Exploration, Theatre, Cooking, Medicine, Mining, Writing, Housework, Law, Art and Invention.

VI. Present at P. T. A. meeting the value of the adult education movement and the possibility for organizing local groups.

VII. Teach some man or woman to write a letter which should be sent to the Chairman of the State Literacy Commission, 801 Court House, Asheville, N. C.

VIII. Hold a tree-planting near schoolhouse.

IX. Have a school contest on identifying trees.

X. Set up a school wild life refuge, bird baths, etc.

MATERIALS

I. Books: Proctor—*Educational and Vocational Guidance*, Houghton-Mifflin Co.; Edgerton, A. H.—*Vocational Guidance and Counselling*, Macmillan Co.; Wagner, Ruth—*What Girls Can Do*, Henry Holt, N. Y. C.; Doermann, H. J.—*Orientation of College Freshmen*, Williams & Wilkins Co., Baltimore; Fenton, Norman—*Self-Direction and Adjustment*, World Book Co., Yonkers, N. Y.; *Bulletin*, furnished by Metropolitan Life Insurance Co., for teaching adults.

II. Films: Magic Rag, Papermaking, 218C; Silken City of Suako-Silkmaking, 218C; The Broken Wing, 199C; The Land of Opportunity, 181C; Net Profits—Salmon Fishing, 64C; Building Locomotives, 35C; Flights and Flyers, 29B; Marts of Commerce, 3C; Vacation Days in National Forests, 24B; The Story of Sheep, 17B; Types of Horses, 16B; Catching Tarpons, 15B; Drying Fruits and Vegetables, 14B; The Violet Ray, 11B; Oil and Marble Industry, 9B; Coffee Industry, 2B; Grain Breeding, 3B; Sugar Industry, 7B.

III. Pictures for Study: The Shepherdess, Lerolle; The Night Watch, Rembrandt; Going to Work, Millet; The Wheelright, L'Hermitte; Stonebreakers, Courbet; Pasturage, Troyon; Behind the Plow, Kemp-Welch; Song of the Lark, Breton; The Sheepfold, Jacque; The Gleaners, Millet; In the Tulip Fields, Hitchcock; Going to Market, Troyon; The Valley Farm, Constable; The Water Carrier, Goya; Shoeing the Mare, Landseer; The Fog Warning, Winslow Homer; The Miraculous Draught of Fishes, Vogel; The Washerwoman, Honore Daumier; The Harvesters, Breton; Holland Morning, George Hitchcock; The Merchant Gisze, Holbein; Return of the Fishermen, Sorollo.

SUGGESTED PROGRAMS

I. Exhibit of work done by various departments, i. e., Commercial, Industrial Arts, Home Economics, Agriculture, Teacher Training, etc.

II. Drama of world's work as told in literature.

FRIDAY—NOVEMBER 15

HEALTH DAY

EDUCATION FOR HEALTH AND SAFETY

SLOGAN: Every Teacher Following a Personal Health Program and Promoting One for Every Child in Her Classes.

PURPOSE: To make intelligent health service available for every child in North Carolina and to give to every child and every teacher a true concept of what health is and of certain attainable habits and attitudes.

"One of the basic objectives or outcomes of elementary education should be the growth and improvement of the child's mental, emotional, social, and physical health behavior in terms of attitudes, habits, skills, and knowledge.

"Before objectives can be realized each individual school and every teacher within that school must make an objective analysis of the forces, factors, and natural situations within the home, the school, and the community; must study the health needs of the individual children in relation to their social and physical environment; and must provide opportunities for the practice of mental, emotional, social and physical health habits frequently, accurately, and efficiently in natural situations.

"The natural situations which arise throughout the child's day in the school and through which health habits may be practiced, health knowledge impressed, desirable attitudes built, and social health adjustments made are as follows: Transportation to and from school; Activities before and after school; Entering school for day's program; Beginning the school day—the home room period; The daily schedule; Morning playground period; Getting ready for lunch; The lunch period; Afternoon recess; Drinking water during the day; Attending toilet during the day; Washing hands during the day; Rest periods for primary children; Auditorium activities; Classroom clean and artistic; Control of communicable diseases; Dismissal of school; After school activities for the school; Preparation of school work at home."—*Nettie E. Brogdon, Supervisor Guilford County Schools.*

"To insure such riches (free, strong minds and hearts of health) intelligent examination of the children at stated intervals is absolutely necessary."—*T. W. Bickett.*

"One of the most significant aspects of modern conservation is a high regard for the health of the community. In the strenuous life of the twentieth century the demand is for a maximum amount of mental vigor in a sound body."—*Angus Wilton McLean.*

"Modern statesmanship demands that every practical effort shall be made through organized health boards and expert officers to protect the health of the people."—*Cameron Morrison*.

SUGGESTED RELATED ACTIVITIES

I. School Lunch: Simple dish to substitute lunch brought from home; The school cafeteria lunch.

II. Nutritional Problems: To be worked out in connection with the school lunch; To be based upon needs of particular group, i. e., underweights; To be worked out with coöperation of mothers.

III. Secure coöperation (financial and personal) from P. T. A. and other civic organizations to bring every child up to the health standard.

IV. Assist local health authorities by suggestions and services from both teacher and pupil.

V. Clubs: Health club; Safety club.

VI. Campaigns: Sanitary campaign—Rating system for lighting, ventilation, cleanliness, etc.; Personal health campaign; Community clean-up campaign; Safety campaign; Playground campaign—equipment, use and care.

VII. Studies of contributions made by scientists, physicians and others: Louis Pasteur—germ theory of disease; Edward Jenner—smallpox; Walter Reed—yellow fever; Edward Trudeau—tuberculosis; Doctor and Dorothea Dix; Florence Nightingale—Red Cross.

MATERIALS

I. Organizations furnishing material on Health Education: American Child Health Association, 370 Seventh Avenue, N. Y. City (A list of publications, some posters on Child Health, a few references on Child Health); National Dairy Council, 307 N. Michigan Avenue, Chicago, Ill., Health Education Material (a booklet giving helpful suggestions for selection of posters, booklets, leaflets, folders, plays, stories, lantern slides, projects, films, exhibits and books); American Poster League, 1 Madison Avenue, N. Y. City (posters, slides and leaflets); Playground and Recreation Association of America, 315 Fourth Avenue, N. Y. City (list of one-act plays); Metropolitan Life Insurance Company, N. Y. City (posters, rhymes, charts and booklets—free); John Hancock Life Insurance Company, Boston, Mass.; Y. W. C. A. Woman's Press, 600 Lexington Avenue, N. Y. City (plays, posters and books); The Cleanliness Institute, School Department, 45 East 17th Street, N. Y. City; National Safety Council, Educational Division, 1 Park Avenue, N. Y. City; National Child Welfare Association, N. Y. City; Colgate-Palmolive-Peet Co., Chicago,

Ill.; Evaporated Milk Association, Chicago, Ill.; Quaker Oats Company, Chicago, Ill.; Postum Cereal Company, Battle Creek, Mich.

II. Magazines: *Hygeia*—The American Medical Association, 535 N. Dearborn Street, Chicago, Ill. (\$3.00); *North Carolina Health Bulletin*—State Board of Health, Raleigh, N. C. (free); *Library Index*—National Health Library, 370 7th Avenue, N. Y. City (Give classified references to articles about health in many current magazines); *The Survey*, 112 E. 19th Street, N. Y. City (\$5.00); *The Journal of Outdoor Life*—370 7th Avenue, N. Y. City; *American Journal of Public Health*—370 7th Avenue, N. Y. City (\$5.00); *Public Health Reports*—U. S. Public Health Service, Washington, D. C. (free); *Good Health*, Battle Creek, Mich. (\$3.00).

III. Books: *Health Education*—upon request from N. C. State Board of Health, Raleigh; *Ten Outdoor Men*—James Speed, D. C. Heath & Co., N. Y. City; Dansdill—*Health Training in Schools*, National Tuberculosis Association, N. Y. City; Keene—*Physical Welfare of the School Child*, Houghton-Mifflin Co., Boston; Parrott—*Health Education Report of Conferences, 1928*, State Department of Public Instruction, Raleigh, N. C.

IV. Pictures: The Torn Hat, Sully; Hearing, Jessie W. Smith; The Blue Boy, Gainsboro; The Calmady Children; Sir Thomas Lawrence; William II and Mary Stuart, Van Dyck; Dancing in a Ring, Thoma; Dance of the Nymphs, Carot; Spring Dance, Van Stuck.

V. Films: N. C. Pictorial (Physical exercises in grammar school), 94C; Galileo (historical drama), 72C; The Drug Traffic, 40C; Come Clean, 22B; Priceless Gift of Health, 18B; Milk, Nature's Perfect Food, 1B. The following may be secured from State Board of Health, Raleigh, N. C.: Andy Gump; Baby's Bath and Toilet; Bacteria; Come Clean; Fly Danger; How to Live Long and Well; Tinks, Malaria; New Ways for Old; Preventing Diphtheria; The Price of Human Lives; Priceless Gift of Health; Strengthening Our Nation; Through Life's Windows; Toxin Antitoxin and Schick Test; Unhooking the Hookworm; Waste Disposed; Working for Dear Life; How to Live Long and Well; Big Gains for Little Bodies; The High Road; The Hungry Dragon; The Kid comes Through; Action of the Human Heart and Checking up on the Umpire; An X-Ray on Teeth and How You See and Sun Cure; Bobby Bumps Adopts a Turtle and Bobby Bumps' Fight and Us Fellers—Dud's Greatest Cirkus on Earth; Bobby Bumps—Early Shopper and Taking Chances; Corrective Gymnastics and How's Your Eyesight and How we Hear; How Disease is Spread; How to Prevent Disease; How the Mosquito Spreads Disease; Fly as a Disease Carrier; Meatless Meat Loaf and Food Value of Milk and Stung by Amos Quito; How Fighters Keep Fit and School Boy Athletes and Human Voice; How we Breathe and Schematography.

SUGGESTED PROGRAMS

- I. An exhibit of the health activities as far as possible through posters, charts, plays, reports, etc.
- II. A picture show; use appropriate films.
- III. Dramatizations, pageants, etc.
- IV. Formal program in charge of local health department.

SATURDAY—NOVEMBER 16

COMMUNITY DAY

EDUCATION FOR WORTHY USE OF LEISURE

SLOGAN: Every Pupil Definitely Interested in a Hobby.

PURPOSE: To improve standards by cultivating tastes in art, music, literature, architecture, and sports which help to make leisure time an asset rather than a liability.

"We must seek out and appreciate our own distinctive traits, and own traditions, our deep-rooted tendencies, and read our destiny in their interpretation."—*Charles B. Aycock.*

"The generations of men are but relays in civilization's march on its journey from savagery to the millenium."—*Charles D. McIver.*

"An individual largely makes or breaks himself in his recreation. A nation rises or falls according to how the leisure of its people is used. The conservation of leisure is one of the first responsibilities of government and of the first concern to the statesman."—*James E. Rogers, President Department of Health and Physical Education of N. E. A.*

"There is inspiration in the thought that in learning to enjoy good art we are actually making ourselves better citizens and contributing to the welfare and advancement of the land we love. And then when unusual talent appears unheralded we shall be able to recognize and protect it—perhaps the greatest privilege of all."—*Lorado Taft.*

SUGGESTED RELATED ACTIVITIES

I. Organize hobby clubs for pursuing any of the following interests: shop work, antiques, china, pottery, birds, flowers, pets, bees, insects, butterflies, poultry, aviation, languages, health, history, travel, handicraft, embroidery, minerals, brush and paint, art, kodaking, music, hiking, aquariums, radios, indoor and outdoor sports, journalism, reading, dramatics, scouting, fishing, dancing, hunting, cooking, astronomy, thrift, gardening, nature, local history, travel, etc. (Induce some civic club or public-spirited individual to sponsor through awards and needed supplies state contests in music and art.)

II. Stimulate individual and group collections along the chosen line of interest.

III. Encourage student initiative to equip playground and rooms designed for special purposes (e. g., reading rooms, art studio, free activity center, rest room, kitchenette, etc.).

IV. Organize a drive for intelligent use of and increased library facilities.

V. Put on a fall flower show.

VI. Put on exhibits of club work.

VII. Work up a pageant called "North Carolina the 'Melting Pot'."

VIII. Study wood-using industries, highway and city planting, municipal and county parks for recreation and revenue—employment—waste prevention.

MATERIALS

I. **Prominent North Carolinians and Their Hobbies:** Ray Eldridge, handkerchief manufacturer of Charlotte, N. C., "knows roses as intimately as most men know their pals."—*The American*, August, 1929. William Johnston Andrews, mechanical engineer of Raleigh, N. C.—North Carolina History, collecting old books and relics. J. B. Ivey, merchant of Charlotte, N. C.—known as the "Wizard of Junaluska" because of his prize-winning dahlias and roses. Dr. Francis P. Venable, chemist, University of North Carolina—celery growing. Dr. Collier Cobb, geologist, University of North Carolina—photography. Mrs. Hope Summerell Chamberlain, Raleigh, N. C., club woman—etching. Mrs. Victor Boyden, Greensboro, N. C.—modeling in plaster. John J. Blair, director of school-house planning—art collecting. G. K. G. Henry, assistant registrar of University of North Carolina—growing gladiolas. Dr. James Sprunt, Wilmington cotton merchant (deceased)—North Carolina history. Mrs. Westray Battle, Asheville, N. C.—folklore. Burney Briggs, High Point, N. C., manufacturer—music.

II. **Helpful References:** The Boys' Federation Publications—World's Tower Building, 110 W. 40th Street, New York; Ball—A Year With the Birds, Heath; Patteson—How to Have Bird Neighbors, Heath (83¢); Mase—A Book About Bees, Dutton; Bergen—Glimpses of the Plant World; Dunham—Fifty Flower Friends, Lothrop; King—The Elementary School Library; Rion—Let's Make a Flower Garden, McBride; Beard—American Boy's Book of Bugs, Butterflies and Beetles, Lippincott; Comstock—Book on Insect Life, Comstock; McFarland—Getting Acquainted With the Trees, Macmillan; Rogers—Trees Every Child Should Know, Grossett; Dana—Minerals and How to Know Them, Wiley; Brown—The Green Gate to the Sea, Silver-Burdett; Kelley—The Boy Mineral Collectors; Stevens—Before Columbus, Silver-Burdett.

III. **Free Material:** Pamphlets from Victor Talking Machine Company, Camden, N. J., or Columbia Graphophone Co., New York; Clean Up and Paint Up Campaign Bureau, New York City (free posters); Palmolive-Peet Co., Kansas City, Mo.; U. S. Department of Agriculture, Washington, D. C.: Reindeer in Alaska—Bulletin 1089, Beaver Habits—Bulletin 1078, Beaver Migration—Bulletin 185, Food of Some Well Known Birds—Bulletin 506, Community Bird Refuges—Bulletin 1239, Common Birds of Southeastern U. S., 755; National Audubon Society, New York City; Bird Charts—Singer Sewing Machine Co.; Common Forest Trees, N. C. Department of Conservation and Development, Raleigh, N. C.

IV. **Films:** Quaint People, Queer Places, 229C; Urban Educational, 39, 201C; Through Indo-China, 2; Water Sports in America, 3; Sports of Travel in Central Africa, 20; Little Red Riding Hood, 188C; The

Brook, Tennyson, 176C; Faust, 133C; Rumpelstiltskins, 119C; Nature Study (Luther Burbank), 76C; Typical Gems of Florida, 63C; The Grand Canyon of Colorado, 49C; North Carolina Pictorial, 41; The Boy Scout, 42; Hobnobbing with Glaciers, 31; Niagara Falls in Winter and Summer, 25; Picturesque Italian Scenes, 24; Leopard Hunting and Pheasant Raising, 19; Sports and Travels in Central America, 3; Panama Canal, 16; The Lion's Hunters, 10.

V. Music: Scherzo, Beethoven; Minuetta Waltz, Chopin; Lassies' Dance, Swedish Folk Song; Amaryllis; Angel's Serenade, Braga; Caprice, Agarew; Will-o'-the-Wisp, Spross; Now the Day is Over, Barnby; He Shall Feed His Flock—Messiah, Handel; Pastoral Symphony—Messiah, Handel; Joy of the Morning, Ware; The Wild Horseman, Schumann; Festival at Bagdad—Rimsky, Koreacow; Gondolier, Nevin; Barcarolle, Offenbach; The Calm, Wm. Tell Overture; With Verdure Clad, Haydn; Three Horse Sleigh, Tchaikowsky; Lo, Hear the Gentle Lark, Bishop; Hark, Hark the Lark, Schubert; How Lovely Are Thy Messengers, Mendelssohn; Mandolin Song—Spanish Folk Song; Robins M'Aime—Troubadour; Spring Flowers, Saint Saens; Souvenir, Drdla; Sparklets, Moslowski; Victor Record 19608, Dance of the Clowns; Columbia Record C67096D, Flight of the Bumble Bee; To a Wild Rose and To a Water Lily, McDowell; Waltz of the Flowers (Nutcracker Suite), Tchaikowsky; Sunshine Song, Lucy Marsh; Spring Song, Mendelssohn; A Dream of Love (Summer), Liszt; Serenade (Autumn), Drigo; Largo (Winter), from New World Symphony, Doorak; Morning, Grieg; My Pony, Grant—Schaefer; The Little Huntsman—Tr. Folk Song; Second Gavotte Sapellnikoff.

VI. Pictures: (1). *Travel*: View of Ghent, Baerstoen; View of Delft, Vermeer; Russian Peasant Women, Kisselowa; Russian Winter Grabar; Benetian Waters, Tito; Evening in Algeciras, East; Boyhood of Raleigh, Millais; Pipers of Balmoral, Melchers; Carmencita, Sargent; The Forum, Rome; Tahiti, Gauguin; Spanish Beggars, Zubiaurre; Washington Monument; Lincoln Memorial; Taj. Mahal; A Polish Nobleman, Rembrandt; Saskia, Rembrandt; Hans Imhoff, Durer; Independence Hall; View of Venice, Turner; Consuelo, Zulooga; Going to Church, Moravia, Uprka; Paris Boulevards, Renoir; The Melon Eaters, Murillo; A Street Scene, Passini; A Kabyl, Schreyer; Uyeno Park, Outamaro.

(2). *Music*: St. Cecilia, Dolci; The Jester, Hals; Angel With Lute, Carpaccia; The Concert, Terborch; Neapolitan Boy, Mancini; The Singing Boys, Hals; Lady with Lute, Vermeet; Woman with Clavier, Van Mieris Animal and Child Life; An Aristocrat, Landseer; Oxen Plowing, Bonheur; The Turkey Drive, Brooke; Return to the Fold, Mauve; The Horse Fair, Bonheur; Herd in the Sunlight, Claus; Boy with Rabbit, Raeburn; Chums, Jones; The Holiday, Potthast; Blue Flowers, Ring; Don Carlos on Horseback; Miss Bowles, Reynolds.

(3). *Nature*: Spring, Corot; Carnation, Lily, Lily, Rose, Sargent; Northern Sunrise, Liljefons; After a Summer Shower, Inness; Icebound, Metcalf; St. Francis Preaching to the Bords, Giotta; Moonlight, Wood's

Island Light, Homer; Sunflowers, Van Gogh; On the Cliffs, Lavery; The Mill Pond, Inness; Avenue of Trees, Hobbema; Lavinia, Titian; Aurora, Reni.

(4). *Miscellaneous*: King Lear, Abbey, James Whitcomb Riley; Dutch Interior, de Hooch; The Fete, Watteau; The Dance Carmage, Lancret; Portrait of the Artist, Rubens.

VII. Free Illustrative Material: (1). *Forests*: The American Tree Association, 214 16th Street, N.W., Washington, D. C.; National Resin Oil and Size Co., 25 Berner Street, New York; North Carolina Pine Association, Norfolk, Va.; Pontiac Nursery Co., Detroit, Mich.

(2). *Textiles and Fibers*: Dexter Yarn Co., Pacotucket, R. I., free exhibit; Woman's City Club, 16 N. Wabash Ave., Chicago, Ill.; Nozaways, 100 Bruce St., N. Y. City—Japanese materials; Rayon Institute, 250 Fifth Ave., N. Y. City—Story of rayon; The Belding Bros., N. Y. City—Story of silk mill; S. B. & B. W. Fleisher, 25th and Reed St., Philadelphia (Free exhibit wool process); International Acceptance Bank, Inc., N. Y. City.

(3). *Machinery*: American Telephone and Telegraph Co., 195 Broadway, N. Y.—Pamphlets of the Bell Telephone Co.

(4). *Steamship and Railway Lines*: Rock Island Lines, Passenger Department, Chicago; Northern Pacific Railway, Passenger Department, St. Paul, Minn.—illustrated booklets; The Atchinson, Topeka and Sante Fe Railway System, 80 E. Jackson, Chicago, Ill.; N. Y. K. Line, 551 Market Street, San Francisco, Calif.; Union Pacific System, 474 Fifth Ave., New York; The Great Northern, A. Dickerson, Manager, St. Paul, Minn.; Delaware, Lackawanna and Eastern Ry., Scranton, Pa.; Erie Railroad, Prospect St., Passaic, N. J.; New York Central Ry., Passenger Department, New York Central Bldg., N. Y.; Southern Railway System, Washington, D. C.; Alaska Steamship Co., Seattle, Wash.; Baltimore and Philadelphia Steamboat Co., Pier No. 3, S. Delaware, Philadelphia; United Railways of Havana, Central Station, Havana, Cuba; Ward Line, N. Y. and Cuba Mail S. S. Co., Pier 13, E. R., foot of Wall Street, N. Y.; Hawaii Tourist Bureau, 451 Montgomery Street, San Francisco, Calif.; Lampport-Holt, Ltd., 26 Broadway, N. Y. (S. A.).

(5). *Miscellaneous*: The Rookwood Pottery Co., Cincinnati, Ohio; Church and Dwight Co., New York City—Bird pictures, charts, almanac; Cudahy Packing Co., 111 West Monroe St., Chicago, Ill.—Pictures of colonial homes and people; International Paper Co., New York City—Three textiles and raw materials; Carter's Ink Co., Boston, Mass.—The Story Your Ink Bottle Tells; Seven Centuries of Brass-Making—Bridgeport Brass Co., Bridgeport, Conn.; Art in Buttons, Inc., Rochester, N. Y.—Buttons; Champion Fibre Co., Canton, N. C.—Paper-making; Department of Conservation, Raleigh, N. C.—Mining Industry in North Caro-

lina and Common Forest Trees of North Carolina; Institute of Public Service, New York—How Latin America Affects Our Daily Life and How We Affect Latin America.

SUGGESTIONS FOR ASSEMBLY AND HOME ROOM PROGRAMS

I. Hold a community meeting at the court house, in the school auditorium or a local church.

II. Have a program in the nature of a demonstration or pageant of club work done by Tarheel farmers, Girl Scouts, Boy Scouts, Campfire Girls, Woman's Club, Kiwanis, Rotary, American Legion, etc.

III. Follow this by a "Get-together Dinner" or an old-fashioned "working" to improve public grounds in the community.

SUNDAY—NOVEMBER 17

FOR GOD AND COUNTRY

ETHICAL CHARACTER

SLOGAN: Every Man, Woman, and Child an Attendant at Church Today.

PURPOSE: To impress upon all the fact that those lives which most nearly fit the good life are built upon the best ideals of health, home, learning, citizenship, vocation, and leisure.

THE VALUE OF HUMAN LIFE

1. The value of children: Mark 10: 13-16; Matthew 18: 1-6.
2. The most wretched humanity has value: Matthew 8: 1-4.
3. Hate is like murder: Matthew 5: 21-22.
4. The value of the outcast and the unfortunate: Luke 15: 1-10.
5. The value of the delinquents: Luke 19: 10.
6. The value of humanity is beyond the requirements of legal justice: Matthew 20: 1-16.
7. The courtesy of Jesus in respect to human personality: John 8: 2-11.

What modern obligations do these passages impose on us? Answer from the standpoint of life around you.—*Charles L. Coon.*

“The vigor of North Carolina’s religion has been expressed for a century in championing education.”—*Dr. F. P. Gaines, President Wake Forest College.*

“My philosophy is to bear the ills of life with patience and when I sustain a loss to exert myself to repair it. If fortune has been unkind to me in one way she favors me in another.”—*Archibald D. Murphey.*

“I, therefore, believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies.”—*The American’s Creed.*

“It is most important that the tales which the young first hear should be models of virtuous thoughts. . . . These we will desire mothers and nurses to tell their children. Let them fashion the mind with such tales even more fondly than they mold the body with their hands. Then will our youth dwell in a land of health amid fair sights and sounds, and receive the good in everything; and beauty, the effluence of fair works, shall

flow into the eye and ear, like a health-giving breeze from a purer region, and insensibly draw the soul from earliest years into likeness and sympathy with the beauty of reason."—*Plato*.

VICTORY

There's but one gift that all our dead desire,
One gift that men can give, and that's a dream,
Unless we, too, can burn with that same fire
Of sacrifice; die to the things that seem;
Die to the little hatreds; die to greed;
Die to the old ignoble selves we knew;
Die to the base contempts of sect and creed,
And rise again, like these, with souls as true.
Nay (since these died before their task was finished)
Attempt new heights, bring even their dreams to birth;
Build us that better world, Oh, not diminished,
By one true splendor that they planned on earth.
And that's not done by sword, or tongue, or pen.
There's but one way—God make us better men.

—*Alfred Noyes*.

YOUR AFTERSELF

A Commencement Message for All Youth

DAVID STARR JORDAN

Your first duty in life is toward your afterself. So live that the man you ought to be may, in his time, be possible, be actual. Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself. What will you leave for him? Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased, a will untrained to action, a spinal cord grown through and through with "the devil-grass, wild oats?" Will you let him come and take your place, gaining through your experience, happy in your friendships, hallowed through your joys, building on them his own? Or will you fling it all away, decreeing, wantonlike, that the man you might have been shall never be? This is your problem in life—the problem which is vastly more to you than any or all others. How will you meet it, as a man or as a fool? It comes before you today and every day, and the hour of your choice is the crisis in your destiny!

EDUCATION

Mark Hopkins sat on one end of a log
 And a farm boy sat on the other.
 Mark Hopkins came as a pedagogue
 And taught as an elder brother.
 I don't care what Mark Hopkins taught,
 If his Latin was small and his Greek was naught,
 For the farm boy he thought, thought he,
 All through lecture time and quiz,
 "The kind of a man I mean to be
 Is the kind of a man Mark Hopkins is."

Theology, languages, medicine, law,
 Are peacock feathers to deck a daw
 If the boys who came from your splendid schools
 Are well-trained sharpers or flippant fools.
 You may boast of your age and your ivied walls,
 Your great endowments, your marble halls
 And all your modern features,
 Your vast curriculum's scope and reach
 And the multifarious things you teach—
 But how about your teachers?
 Are they men who can stand in a father's place,
 Who are paid, best paid, by the ardent face
 When boyhood gives, as boyhood can,
 It's love and faith to a fine, true man?

No printed word nor spoken plea
 Can teach young hearts what men should be,
 Not all the books on all the shelves,
 But what the teachers are, themselves.
 For Education is, Making Men;
 So is it now, so was it when
 Mark Hopkins sat on one end of a log
 And James Garfield sat on the other.

—Arthur Guiterman.

THE DIRTY DOZEN

"I heard—"
 "They say—"
 "Everybody says—"
 "Have you heard—?"
 "Did you hear—?"
 "Isn't it awful—?"
 "People say—"
 "Did you ever—?"
 "Somebody said—"
 "Would you think—?"
 "Don't say I told you—"
 "Oh, I think it is perfectly terrible!"

A NATION'S STRENGTH

Not gold, but only man, can make
 A people great and strong.
 Men who, for truth and honor's sake,
 Stand fast and suffer long.

Brave men who work while others sleep,
 Who dare while others fly—
 They build a nation's pillars deep
 And lift them to the sky.

—Emerson.

FOR SPIRITUAL REALITY

"(We have been excessively busy seeking for information that could be turned to practical advantage in the matter of dollars and cents, rather than for that wisdom which would guide us through eternity.) Our higher educational institutions have turned their thoughts especially to the sciences, and our secondary schools to vocational training. How poor and weak and generally ineffective we should be without these advantages can be at once seen by the most casual observation of those nations among which they have been neglected.

"This is by no means all that is to be expected from American education and American institutions. I cannot conceive that the object of Abraham Lincoln was merely to instruct men how to raise more corn, to feed more hogs, to get more money, to buy more land, and so on in the expanding circle, as the story goes. Of course, he wanted to teach men to raise more corn, but his main object must have been to raise better men. We come back to the query that is contained in the concentrated wisdom of the ages, 'What shall it profit a man if he gain the whole world and lose his own soul?'

"All of our science and all of our arts will never be the means for the true advancement of our nation, will never remove us from the sphere of the superficial and the cynical, will never give us a civilization and a culture of any worthy and lasting importance, unless we are able to see in them the outward manifestation of a spiritual reality. Unless our halls of learning are real temples to be approached by our youth in an attitude of reverence, consecrated by worship of the truth, they will end in delusion. The information that is acquired in them will simply provide a greater capacity for evil. Our institutions of learning must be dedicated to a higher purpose. The life of our nation must rise to a higher realm.

"There is something more in learning and in life than mere knowledge of science, mere acquisition of wealth, mere striving for place and power. Our colleges will fail in their duty unless they are able to inspire a broader understanding of the spiritual meaning of conscience, of literature and of the arts. Their graduates will go out into life poorly-equipped to meet the problems of existence, to fall an easy prey to dissatisfaction and despair. Many of our older universities were founded by pious hands at great sacrifice for the express purpose of training men for the ministry to carry light to the people on the problems of life. Unless our college graduates are inspired with these ideals, our colleges have failed in their most important function, and our people will be lacking in true culture."

—Calvin Coolidge.

SUGGESTED RELATED ACTIVITIES

I. Make a study of the various denominations that make up North Carolina life to see (1) where they come from, (2) how much their creeds are alike, (3) their leadership.

II. Make a study of religious history as it centers about the life of Christ, Martin Luther, Mohammed, etc.

III. Make a study of famous churches—their history, architectural design, etc.

IV. Study the religious element in painting, sculpture, literature and architecture.

V. Solve the question of how much and what kind of influence the church has had upon the State, and vice-versa.

VI. Study God's natural laws, and ways of coöperating with them to protect forests and wild life. Get true meaning of conservation.

VII. See outline on Citizenship Day.

MATERIALS

I. Books and Bulletins: *Story of the Bible*, Van Loon—Boni; *The Other Wise Man*, Van Dyke; *The First Christmas Tree*, Van Dyke; *The Church and Social Relations*, Herring and Landis, \$1.00; *A New Day for the Country Church*, Harlen Cokesbury Press, Nashville, \$1.50; *A Guide to Literature for Character Training*, Starbuck and Shuttleworth, 1928; *Character Education*, U. S. Dept. of the Interior, Bureau of Education (1926), No. 7, 15¢; *A Preface to Morals*, Walter Lippman; See list for Citizenship Day.

II. Films: *The Light of Faith (Holy Grail)*, 223C; *Mother o'Mine*, 223C; *The Heart of Lincoln*, 189C.

III. Pictures: *The Angelus*, Millet; *Galahad the Deliverer*, Abbey; *Church at Old Lyme*, Hassam; *Sistine Madonna*, Raphael; *St. John the Baptist*; *Washing the Feet of the Disciples*, Brown; *The Last Supper*, De Vinci; *The Tribute Money*, Titian; *Pilgrims Going to Church*, Boughton; *The Infant Samuel*, Reynolds; *Sir Galahad*, Watts; *The Immaculate Conception*, Murillo; *The Boy Christ in Temple*, Hofmann; *Joan of Arc*, Bastien-Lepage; *Women in Church*, Leibl; *Boy and Angel*, Thayer; *Preparing for Church*, Blommers; *Church at Vernon*, Monet; *The Vigil*, Pettie; *Deacon Chapin*, St. Gaudens; *Men Are Square*, Beneker; *Arab at Prayer*, Fortuny.

IV. Music: *Processional of Knights—Parsifal*, Wagner; *Largo*, New World Symphony, Dvorak; *Ave Maria*, Schubert; *The Angelus*, Massenet; *Moonlight Sonata*, first movement, Beethoven; *Cujus Animam—Stabat Mater*, Rossini; *Pizzicate from Sylvia Ballet*, Delibes; *Ballet Music from Rosamunde*, Schubert; *Sweet Repose is Reigning Now*, Benedict; *Jesu Bambino*, Yon; *Song of the Chimes*, Worrell; *Old Hundredth*, Bourgeois; *O, Give Ye Thanks*, Mozart; *Come Let us be Joyful*, Mozart.

V. Free Materials: Northwest Materials Co., foot of Drake Street, St. Paul, Minn.—Sample of stucco blocks.

SUGGESTED PROGRAMS

I. Plan a joint meeting of church, school and government officials to work out some suitable community program which would promote the development of ethical character.

II. Make a drive for church attendance.

LIST OF GENERAL REFERENCES

I. Helpful Publications and Information from State Departments, Raleigh, North Carolina:

1. *Department of Conservation and Development*: North Carolina Resources and Industries, 60¢; Woods Burning in the South; Digest of Conservation Laws; Hunting in North Carolina; Geologic Making of North Carolina; Common Trees of North Carolina (50¢ per doz.).

2. *Historical Commission*: 1929 Manual—List of historical commission's publications; Bibliography on N. C. History, North Carolina Historical Review.

3. *Highway Commission*: Maps and information.

4. *State Board of Health*: Health Education and other pamphlets.

5. *Insurance Department*: Plays, programs and essays for safety education, 1925-26 (out of print).

6. *Department of Public Instruction*: (These should be on file in the local school library or county superintendent's office): Arbor and Bird Day Program, No. 95—1926; Biennial Report of the Superintendent of Public Instruction of North Carolina—1926-27, 1927-28, Part I; Larger Unit Studies of North Carolina, Ed. P. No. 123—Division of Elementary Instruction (out of print); State School Facts, L. H. Jobe; Bulletin on Standards for Elementary Schools—1929-30, Susan Fulghum; Teacher Training in North Carolina, M. C. S. Noble, Jr.; Available Films, J. B. Williamson (Films listed under the daily programs may be secured from this address unless otherwise stated); Suggested Course in Music Appreciation, Hattie S. Parrott; Suggested Course in Art Appreciation, Susan Fulghum; Original Pageants and Plays—prepared by the departments of Teacher Training, Juanita McDougald; North Carolina Program for American Education Week, 1925-26 (out of print).

7. *Library Commission*: North Carolina Library Bulletins, special lists suitable for specific ages, circulating library collections. (Copies of North Carolina Review and Booklet, Programs for North Carolina Day, etc., may be borrowed.)

II. Other Sources:

1. *North Carolina Education Association*, Raleigh, N. C.; Interpreting the Public Schools, Jule B. Warren; Education is Economy, Jule B. Warren; North Carolina Teacher—September, October, November, 1929.

2. *National Education Association*, 1201 Sixteenth Street, N.W., Washington, D. C.; Reprint from October, 1929 N. E. A. Journal—American Education Week, 1929; Research Bulletin of the National Education Association, September, 1923.

3. Bulletins from *Bureau of Education*, Supt. of Documents, Department of Interior, Washington, D. C.

4. Editor-in-Chief, Division of Publication, *Department of Agriculture*, Washington, D. C.

5. *U. S. Public Health Department*, Department of Treasury, Washington, D. C.
6. *U. S. Public Health Service*, Department of Interior, Washington, D. C.
7. *National Congress of Parents and Teachers*, 1201 Sixteenth Street, N. W., Washington, D. C.
8. *National Adjutant of American Legion*, War Memorial Building, Indianapolis, Ind.
9. *The News and Observer*, Raleigh, N. C., July 28, 1929—North Carolina Year Book, *News and Observer*, Raleigh, N. C.
10. *U. N. C. Library*, Chapel Hill—will lend materials for transportation cost.
11. *University Extension Department*—News Sheet and How to Know and Use Trees.
12. *Helpful Professional Sources*: Picture Study Helps, L. R. Boley, Art Supervisor, Greensboro Public Schools, Greensboro, N. C.; Pageant and Plays—Community Service Club, Madison Avenue, N. Y. City; Lester—Great Pictures and Their Stories, Mentzer, Bush and Company, Chicago, Ill.; Jordan—Extra Curricular Activities, Macmillan Company, \$2.00; King—The Elementary School Library, Scribners, \$1.70; Course of Study in Social Studies, Grand Rapids, Mich., \$3.00; Pictures listed may be secured from Art Extension Society, Westport, Conn.; Music Appreciation for Every Child, Silver-Burdett Co., 41 Union Square W., New York City.

THE OLD NORTH STATE

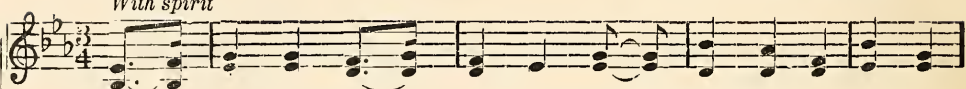
(Traditional air as sung in 1926)

WILLIAM GASTON

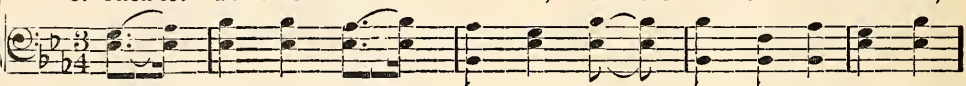
With spirit

COLLECTED AND ARRANGED

BY MRS. E. E. RANDOLPH



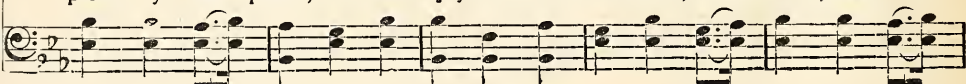
1. Car - o - li - nal Car - o - li - nal heav-en's bless-ings at - tend her,
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,
3. Then let all those who love us, love the land that we live in,



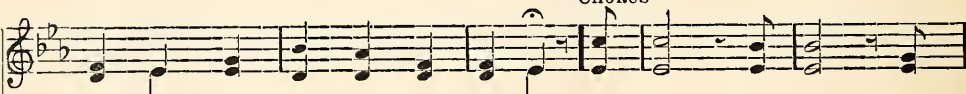
While we live we will cher - ish, pro - tect and de - fend her, Tho' the
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too
As hap - py a re - gion as on this side of heav-en, Where



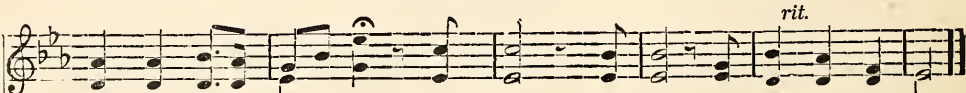
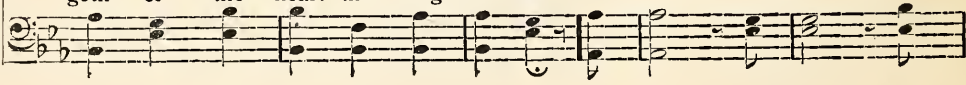
scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with
true to her - self e'er to crouch to op - pres-sion, Who can yield to just
plen - ty and peace, love and joy smile be - fore us, Raise a-loud, raise to -



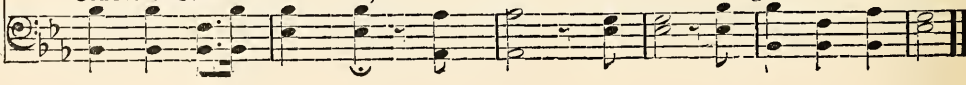
CHORUS



glad - ness when ev - er we name her.
rule a more loy - al sub - mis-sion. Hur - rah! Hur - rah! the
geth - er the heart thrill - ing cho - rus.



Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.





Gaylord Bros. Inc.
Makers
Syracuse, N. Y.
PAT. JAN 21, 1908

UNIVERSITY OF N.C. AT CHAPEL HILL



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